

Grade 12 ELA Scope and Sequence SY 14-15

Unit Theme	Unit Dates and Duration	Unit Focus	Reading: Literature RL.12.1, RL.12.2 and RL.12.10 apply to each unit.	Reading: Informational Text RI.12.1, RI.12.2 and RI.12.10 apply to each unit.	Writing W.12.4, W.12.5, W.12.9 and W.12.10 apply to each unit.	Speaking and Listening SL.12.1 and SL.12.6 apply to each unit.	Language L.12.1, L.12.2, and L.12.4 (a), (b) apply to each unit.
1 What's So Funny?	8/25/14 to 10/09/14 (Instructional Days: 33)	Students examine the concept of comedy from the classical genre to the many variations of humor (e.g. irony, satire, parody, dark humor, etc) both in fiction and non-fiction, and in texts from multiple cultures. Evidence-based writing focuses on explaining the techniques that authors use in order to make the reader laugh.	RL.12.1 RL.12.2 RL.12.3 RL.12.5 RL.12.6 RL.12.7	RI.12.1 RI.12.2 RI.12.4 RI.12.6	W.12.2 W.12.4 W.12.5 W.12.9 W.12.10	SL.12.1 SL.12.6	L.12.1 L.12.2 L.12.4
2 The Mighty Pen	10/14/14 to 12/12/14 (Instructional Days: 38.5)	Students consider the themes of oppression and resistance within literature. With a focus on point of view and word choice, students will examine how authors around the world have used words to identify, describe and resist oppression. Evidence-based writing focuses on explaining how authors skillfully create a tone that enhances their message.	RL.12.1 RL.12.2 RL.12.4 RL.12.9	RI.12.1 RI.12.2 RI.12.3 RI.12.9	W.12.2 W.12.4 W.12.5 W.12.9 W.12.10	SL.12.1 SL.12.3 SL.12.6	L.12.1 L.12.2 L.12.4 (a), (b) L.12.5
3 What's the Big Deal?	12/15/14 to 2/12/15 (Instructional Days: 32.5)	Students use informational text to consider controversies and contemporary issues and why they should care about them. Students will form judgments and take positions about a self-selected issue. Evidence-based writing focuses on collecting facts from valid sources to clarify the controversy and arguing a position for or against the controversial issue.	RL.12.1 RL.12.2	RI.12.1 RI.12.2 RI.12.5 RI.12.8	W.12.1 W.12.4 W.12.5 W.12.7 W.12.8 W.12.9 W.12.10	SL.12.1 SL.12.2 SL.12.6	L.12.1 L.12.2 L.12.4 (a), (b)
4 Imagining the Future	2/17/15 to 4/10/15 (Instructional Days: 36.5)	Students explore literature and non-fiction that anticipate the future, usually not optimistically. They will consider what central messages about their current societies the authors convey through their imaginary future worlds. Evidence-based writing focuses on using information gleaned from other sources to arguing a position about the fate of humans in the future.	RL.12.1 RL.12.2 RL.12.5	RI.12.1 RI.12.2 RI.12.7 RI.12.8	W.12.1 W.12.4 W.12.5 W.12.7 W.12.8 W.12.9 W.12.10	SL.12.1 SL.12.4 SL.12.6	L.12.1 L.12.2 L.12.4 (a), (b)
5 Wo(Man)	4/20/15 to 6/17/15 (Instructional Days: 40.5)	Students compare and contrast what men and women do and think in various poems, essays, memoirs and fiction from around the world. In addition to new texts, students may reread familiar texts with a fresh focus on gender roles. Evidence-based writing focuses on crafting narratives that depict real or imagined experiences or events involving classic or modern male and female archetypes.	RL.12.1 RL.12.2 RL.12.3	RI.12.1 RI.12.2 RI.12.3	W.12.3 W.12.4 W.12.5 W.12.6 W.12.9 W.12.10	SL.12.1 SL.12.5 SL.12.6	L.12.1 L.12.2 L.12.4 (a), (b) L.12.6

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<p>1</p> <p>What's So Funny?</p> <p>8/25/14 to 10/09/14 (Instructional Days: 33)</p> <p>Students examine the concept of comedy from the classical genre to the many variations of humor (e.g. irony, satire, parody, dark humor, etc) both in fiction and non-fiction, and in texts from multiple cultures. Evidence-based writing focuses on explaining the techniques that authors use in order to make the reader laugh.</p>	<p>RL.12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RL.12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>RL.12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p>	<p>RI.12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>RI.12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>W.12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (a) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (c) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (d) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>W.12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (a) Apply <i>grades 12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). (b) Apply <i>grades 12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning of seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>	<p>SL.12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. (a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (b) Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. (c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL.12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>L.12.1 Demonstrate the command of the conventions of standard English grammar and writing or speaking. (a) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. (b) Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</p> <p>L.12.2 Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a) Observe hyphenation conventions. (b) Spell correctly.</p> <p>L.12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 12 reading and content</i>, choosing flexibly from a range of strategies. (a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). (c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. (d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>

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<p>2</p> <p>The Mighty Pen</p> <p>10/14/14 to 12/12/14 (Instructional Days: 38.5)</p> <p>Students consider the themes of oppression and resistance within literature. With a focus on point of view and word choice, students will examine how authors around the world have used words to identify, describe and resist oppression. Evidence-based writing focuses on explaining how authors skillfully create a tone that enhances their message.</p>	<p>RL.12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p>RL.12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>	<p>RI.12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>RI.12.9 Analyze seventeenth-, eighteenth, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>	<p>W.12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (a) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (c) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (d) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>W.12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (a) Apply <i>grades 12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). (b) Apply <i>grades 12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning of seminal U.S. texts, including the application of constitutional principles and use of legal reasoning {e.g., in U.S. Supreme Court Case majority opinions and dissents} and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>	<p>SL.12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners <i>on grade 12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. (a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (b) Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. (c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL.12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, work choice, points of emphasis, and tone used.</p> <p>SL.12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>L.12.1 Demonstrate the command of the conventions of standard English grammar and writing or speaking. (a) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. (b) Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</p> <p>L.12.2 Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a) Observe hyphenation conventions. (b) Spell correctly.</p> <p>L.12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 12 reading and content</i>, choosing flexibly from a range of strategies. (a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</p> <p>L.12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (b) Analyze nuances in the meaning of words with similar denotations.</p>

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<p>3</p> <p>What's the Big Deal?</p> <p>12/15/14 to 2/12/15 (Instructional Days: 32.5)</p> <p>Students use informational text to consider controversies and contemporary issues and why they should care about them. Students will form judgments and take positions about a self-selected issue. Evidence-based writing focuses on collecting facts from valid sources to clarify the controversy and arguing a position for or against the controversial issue.</p>	<p>RL.12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p>RI.12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI.12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p>	<p>W.12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. (c) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (e) Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>W.12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (a) Apply <i>grades 12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). (b) Apply <i>grades 12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning of seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>	<p>SL.12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. (a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (b) Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. (c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. 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(b) Spell correctly.</p> <p>L.12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 12 reading and content</i>, choosing flexibly from a range of strategies. (a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</p>

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<p>4</p> <p>Imagining the Future</p> <p>2/17/15 to 4/10/15 (Instructional Days: 36.5)</p> <p>Students explore literature and non-fiction that anticipate the future, usually not optimistically. They will consider what central messages about their current societies the authors convey through their imaginary future worlds. Evidence-based writing focuses on using information gleaned from other sources to arguing a position about the fate of humans in the future.</p>	<p>RL.12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p>RI.12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>RI.12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p>	<p>W.12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. (c) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (e) Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>W.12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (a) Apply <i>grades 12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). (b) Apply <i>grades 12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning of seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>	<p>SL.12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. (a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (b) Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. (c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL.12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.</p> <p>SL.12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>L.12.1 Demonstrate the command of the conventions of standard English grammar and writing or speaking. (a) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. (b) Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</p> <p>L.12.2 Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a) Observe hyphenation conventions. (b) Spell correctly.</p> <p>L.12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 12 reading and content</i>, choosing flexibly from a range of strategies. (a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</p>

Unit Information	Reading: Literature RL.12.1, RL.12.2 and RL.12.10 apply to each unit.	Reading: Informational Text RI.12.1, RI.12.2 and RI.12.10 apply to each unit.	Writing W.12.4, W.12.5, W.12.9 and W.12.10 apply to each unit.	Speaking and Listening SL.12.1 and SL.12.6 apply to each unit.	Language L.12.1, L.12.2, L.12.4 (a), (b) apply to each unit.
<p>5</p> <p>Wo(Man)</p> <p>4/20/15 to 6/17/15 (Instructional Days: 40.5)</p> <p>Students compare and contrast what men and women do and think in various poems, essays, memoirs and fiction from around the world. In addition to new texts, students may reread familiar texts with a fresh focus on gender roles. Evidence-based writing focuses on crafting narratives that depict real or imagined experiences or events involving classic or modern male and female archetypes.</p>	<p>RL.12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p>RI.12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p>W.12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>(a) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>(b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>(c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>(d) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>(e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>W.12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W.12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>(a) Apply <i>grades 12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>(b) Apply <i>grades 12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning of seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>	<p>SL.12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>(a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>(b) Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>(c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>(d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL.12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>L.12.1 Demonstrate the command of the conventions of standard English grammar and writing or speaking.</p> <p>(a) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>(b) Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</p> <p>L.12.2 Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>(a) Observe hyphenation conventions.</p> <p>(b) Spell correctly.</p> <p>L.12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>(a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>(b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</p> <p>L.12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>